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ABSTRACT

This module on psychosocial assessment is one of a set of six developed to prepare human services workers for the changing mental health service delivery system. A total of six objectives are included to help students utilize knowledge of psychosocial principles which influence human behavior in order to assess alternatives to meet the objectives of intervention. Following a statement of the module goal, target population (human services community college students), module length (51 classroom hours), and suggested class size (15-25 students), the module contains the following seven sections: (1) a list of behavioral objectives, (2) the instructional design of the module, (3) a pretest on the module goal, (4) a list of materials for the course, (5) instructional procedures for each behavioral objective, (6) a posttest on the module goal, and (7) student feedback on the module. In addition to listing instructional procedures for each objective, the module informs the student of the estimated class time for completion, equipment needed, and how to demonstrate competency. Appended material includes a social readjustment rating scale and a sample paper and pencil test on assessment instruments. (LRA)

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CAREER EDUCATION FOR MENTAL HEALTH WORKERS

PSYCHOSOCIAL ASSESSMENT

Edited by

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HUMAN SERVICE INSTRUCTIONAL SERIES

MODULE NO. 3

CAREER EDUCATION FOR MENTAL HEALTH WORKERS PROJECT
HUMAN RESOURCES INSTITUTE
COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
UNIVERSITY OF SOUTH FLORIDA
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We refer you to our Occasional Paper, "Developing a Curriculum for Human Service Workers," Report No. 6, June 1978, for a detailed description of the needs assessment, the rationale for our curriculum design, a general discussion of our core course modules, sequence of courses, and the implications of implementing a Human Service Program.

MODULES IN THE HUMAN SERVICE INSTRUCTIONAL SERIES

No. 1 Human Relations Skills

No. 2 Interviewing and Influencing Skills

No. 3 Psychosocial Assessment

No. 4 Techniques of Intervention

No. 5 Integrative Seminar in Human Service

No. 6 Health Assessment

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PSYCHOSOCIAL ASSESSMENT

Module Goal: This module will teach students to utilize knowledge of psychosocial principles which influence human behavior in order to assess alternatives to meet the objectives of intervention.

Prerequisite: Interviewing and Influencing Skills or with permission of the instructor

Target Population: Human Service students at the community college level

Module Length: 51 classroom hours

Suggested Class Size: 15 - 25 students

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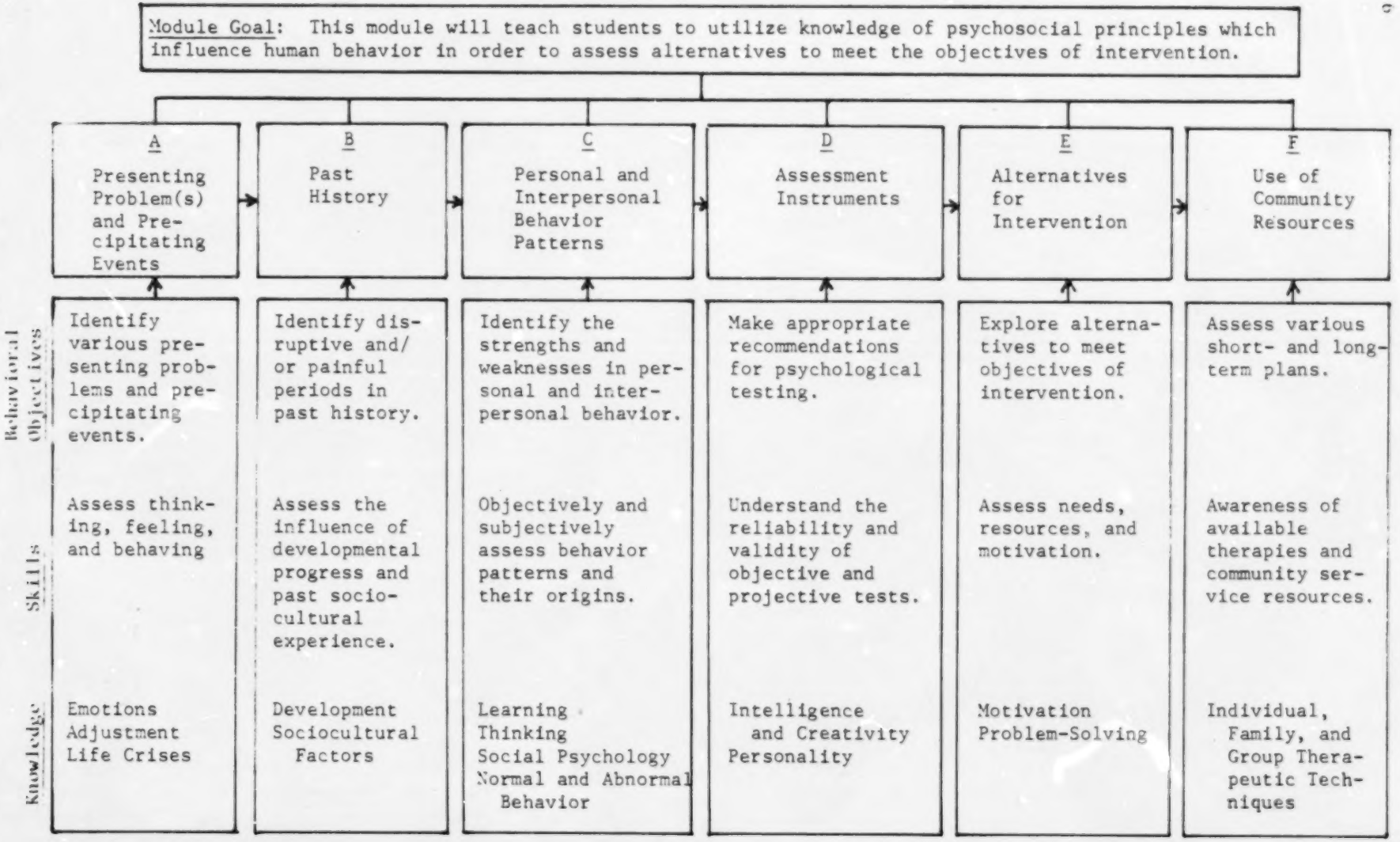
SECTION I: BEHAVIORAL OBJECTIVES

Upon completion of this module the student will be able to:

1. identify various presenting problems and precipitating events.
2. identify disruptive and/or painful events in past history.
3. identify the strengths and weaknesses in personal and interpersonal behavior patterns.
4. develop a general understanding of assessment instruments and make appropriate recommendations for psychological testing.
5. explore alternatives to meet objectives of intervention.
6. assess various short- and long-term plans utilizing community resources.


Module Goal: This module will teach students to utilize knowledge of psychosocial principles which influence human behavior in order to assess alternatives to meet the objectives of intervention.
A
Presenting Problem(s) and Precipitating Events
B
Past History
C
Personal and Interpersonal Behavior Patterns
D
Assessment Instruments
E
Alternatives for Intervention
F
Use of Community Resources
Behavioral Objectives
Identify various presenting problems and precipitating events.
Identify disruptive and/or painful periods in past history.
Identify the strengths and weaknesses in personal and interpersonal behavior.
Make appropriate recommendations for psychological testing.
Explore alternatives to meet objectives of intervention.
Assess various short- and long-term plans.
Skills
Assess thinking, feeling, and behaving
Assess the influence of developmental progress and past sociocultural experience.
Objectively and subjectively assess behavior patterns and their origins.
Understand the reliability and validity of objective and projective tests.
Assess needs, resources, and motivation.
Awareness of available therapies and community service resources.
Knowledge
Emotions
Adjustment
Life Crises
Development
Sociocultural Factors
Learning
Thinking
Social Psychology
Normal and Abnormal Behavior
Intelligence and Creativity
Personality
Motivation
Problem-Solving
Individual, Family, and Group Therapeutic Techniques

SECTION III: PRE-TEST

Check YES or NO as to whether or not you can answer each of the following questions if given a case history.

YES	NO		
___	___	1.	Can you identify various presenting problems and precipitating events?
___	___	2.	Can you identify disruptive and/or painful events in past history?
___	___	3.	Can you identify the strengths and weaknesses in personal and interpersonal behavior patterns?
___	___	4.	Can you make appropriate recommendations for psychological testing?
___	___	5.	Can you explore alternatives to meet objectives of intervention?
___	___	6.	Can you assess various short- and long-term plans utilizing community resources?

If you cannot answer YES to all of these questions, this module should be helpful to you.

SECTION IV: LIST OF MATERIALS FOR COURSE

One copy of the Psychosocial Assessment module for each student.

Texts

Aguilera, Donna C., and Messick, Janice M. Crisis Intervention, Theory and Methodology, 2nd ed. The C. V. Mosby Co., St. Louis, Mo., 1974.

Morris, Charles G. Psychology, an Introduction, 2nd ed. Prentice Hall, Englewood Cliffs, N.J., 1976.

One copy for each student of the Kuder Preference Record-Vocational, Form C
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Selected samples of psychological tests

Film

Turning Point (32 minutes), Department of Psychology, Vanderbilt University (may be borrowed from the Florida Mental Health Institute Library, 13301 North 30th Street, Tampa, Florida 33612)

Audiovisual Equipment

16mm projector and screen

Optional

Video camera, recorder, monitor, and blank tapes

SECTION V: PROCEDURES

OBJECTIVE 1: The student will identify various presenting problems and precipitating events which motivate clients to seek help.

Estimated class time for completion: 9 hours

Instructional Procedure

Readings

a. Morris, Chapter 11: Emotion
b. Morris, Chapter 13: Adjustment
c. Aguilera, Chapter 6: Situational Crises
d. Aguilera, Chapter 7: Maturational Crises

Teaching Modalities

a. Lecture/discussion: Emotions, adjustments, and crises
b. Role play to demonstrate how to obtain information from a client and significant others. (Video-taping is helpful, but not essential.)
c. Class discussion of techniques used in role played interviews.

Student Assignment

Interview a friend who is undergoing a normal life crisis. (See Aguilera, p. 65.)

Demonstration of Competency

Using the guidelines in Aguilera, p. 65, write a paper describing how your friend is feeling, thinking, and behaving and compute his life crisis units using the Social Readjustment Rating Scale (ADDENDUM A). (Do not use friend's real name.)

OBJECTIVE 2: The student will identify disruptive and/or painful events in past history.

Estimated class time for completion: 6 hours

Instructional Procedure

Readings
a. Morris, Chapter 3: Development
b. Aguilera, Chapter 4: Sociocultural Factors

Teaching Modalities
a. Lecture/discussion: Developmental and sociocultural factors affecting therapeutic intervention.
b. Small groups of students will compare their own childhoods and make verbal reports to the class on differences in role expectations due to sociocultural factors.

Student Assignment
Write a paper giving examples of a positive and a negative experience with your parents and siblings when you were a) a child, b) an adolescent, and c) an adult.

Demonstration of Competency

Read the case presented in Aguilera, pp. 57-59. Write an imaginary past history giving at least five factors or events which might have contributed to the crisis described for each of the following:
a. the wife
b. the husband
c. the mother-in-law

OBJECTIVE 3: The student will identify strengths and weaknesses in personal and interpersonal behavior patterns.

Estimated class time for completion: 12 hours

Instructional Procedure A: Learning and Behavior Patterns

Readings
a. Morris, Chapter 4: Learning
b. Morris, Chapter 6: Thinking

Teaching Modality
Lecture/discussion: Relationships between psychological principles of learning and thinking and the formation of behavior patterns

Student Assignment
Write a report identifying a personal behavior pattern you would like to change, describe a behavior modification plan, and chart the occurrence of this behavior over a two week period.

Instructional Procedure B: Personal and Interpersonal Behavior

Readings
a. Morris, Chapter 16: Social Psychology
b. Morris, Chapter 14: Normal and Abnormal Behavior

Teaching Modalities
a. Lecture/discussion: Social psychology
b. Lecture/discussion: Normal and abnormal behavior
c. Dyads of students will role play normal and abnormal behavior in the following situations:
   1) Being reprimanded by the teacher for being late to class
   2) Being criticized in public by your date
   3) Being a parent whose child has a tempertantrum in the supermarket
d. Class discussion of subjective and objective reactions experienced during role playing.

Demonstration of Competency

a. Turn in to the instructor the results of your personal behavior modification plan.
b. Write a paper comparing 1) anxiety and anxiety neurosis, 2) phobia and fear, and 3) alcoholism and social drinking.

OBJECTIVE 4: The student will develop a general understanding of assessment instruments and be able to make appropriate recommendations for psychological testing.

Estimated class time for completion: 6 hours
Equipment: Selected psychological tests

Instructional Procedure

Readings
a. Morris, Chapter 7: Intelligence and Creativity
b. Morris, Chapter 12: Personality

Teaching Modalities
a. Lecture: Objective and projective tests and who is qualified to administer, score, and interpret them
b. Lecture/demonstration: Selected tests
c. Students will give class reports on the appropriate types of problems and referral procedures to be used for the testing center they visited.

Student Assignments
a. Take and score your own Kuder Preference Record-Vocational Form C.
b. Small groups of students will visit psychological testing centers and prepare a report for class.

Demonstration of Competency

a. Paper and pencil test on assessment instruments (see ADDENDUM B).
b. Based on class reports the student will prepare a chart for future reference listing psychological testing centers, the type of client each serves, and details of the referral procedure. Hand this chart in to your instructor.

OBJECTIVE 5: The student will explore alternatives to meet objectives of intervention.

Estimated class time for completion: 9 hours
Equipment: 16mm projector and screen

Instructional Procedure

Readings
a. Morris, Chapter 9: Perception
b. Morris, Chapter 10: Motivation
c. Aguilera, Chapter 5: Problem Solving Approach to Crisis Intervention

Teaching Modalities
a. Lecture/discussion: Perception, motivation, and Maslow's hierarchy of needs
b. Class discussion of study question responses.
c. Film: Turning Point

Student Assignment
Study question: Give illustration of the six logical steps in problem solving using case histories from Aguilera.

Demonstration of Competency

After viewing the film, Turning Point, make suggestions of other alternatives you might recommend for the truck driver and state your reasons.

OBJECTIVE 6: The student will be able to assess a variety of short- and long-term plans utilizing community resources.

Estimated class time for completion: 6 hours

Instructional Procedure

Readings
a. Morris, Chapter 15: Therapies
b. Aguilera, Chapter 2: Differentiation Between Psychotherapeutic Techniques
c. Aguilera, Chapter 3: Group Therapy Concepts in Crisis Intervention

Teaching Modalities
a. Lecture: Developing short- and long-term plans appropriate for individual clients.
b. Each student group will role play the referral of a client to the agency visited.

Student Assignments
a. Small groups of students will visit community agencies.
b. Prepare a chart based on class reports on community agencies for your own future reference.

Demonstration of Competency

Write a paper describing the community resource(s) to which you might refer the following:
a. a man arrested for drunken driving
b. a pregnant single junior high school girl
c. a high school dropout with a drug problem
d. a retired older couple who have just moved to town
e. an unemployed female head of a household with a sick child

SECTION VI: POST-TEST

Equipment: 16mm projector and screen

After viewing the film, Turning Point (or another example chosen by the instructor) write a psychosocial assessment of the truck driver covering the following:

1. Identify various presenting problems and precipitating events.
2. Identify disruptive and/or painful events in past history.
3. Identify the strengths and weaknesses in personal and interpersonal behavior patterns.
4. Make appropriate recommendations for psychological testing.
5. Explore alternatives to meet objectives of intervention.
6. Assess various short- and long-term plans utilizing community resources.

SECTION VII: FEEDBACK

In order to improve this Psychosocial Assessment module your ongoing feedback is essential. As you work through this module, please record specific information on what was helpful to you and what was not. Also include any suggestions or ideas that occur to you. (This feedback will in no way affect your grade.)

Please evaluate each of the following:

1. The textbooks:

2. Lecture/discussions:

3. In-class activities:

4. Agency visits:

5. Student assignments:

6. Evaluation/grading system:

7. How relevant the course materials were to you as a Human Service Worker:

8. Additional comments:

ADDENDUM A

Thomas H. Holmes and Richard H. Rahe

SOCIAL READJUSTMENT RATING SCALE

Rank	Life Event	Mean Value of Life Crisis Units
1	Death of spouse	100
2	Divorce	73
3	Marital separation	65
4	Jail term	63
5	Death of close family member	63
6	Personal injury or illness	53
7	Marriage	50
8	Fired at work	47
9	Marital reconciliation	45
10	Retirement	45
11	Change in health of family member	44
12	Pregnancy	40
13	Sex difficulties	39
14	Gain of new family member	39
15	Business readjustment	39
16	Change in financial state	38
17	Death of close friend	37
18	Change to different line of work	36
19	Change in number of arguments with spouse	35
20	Mortgage over $10,000	31
21	Foreclosure of mortgage or loan	30
22	Change in responsibilities at work	29
23	Son or daughter leaving home	29
24	Trouble with in-laws	29
25	Outstanding personal achievement	28
26	Wife begin or stop work	26
27	Begin or end school	26
28	Change in living conditions	25
29	Revision of personal habits	24
30	Trouble with boss	23
31	Change in work hours or conditions	20
32	Change in residence	20
33	Change in schools	20
34	Change in recreation	19
35	Change in church activities	19
36	Change in social activities	18
37	Mortgage or loan less than $10,000	17
38	Change in sleeping habits	16
39	Change in number of family get-togethers	15
40	Change in eating habits	15
41	Vacation	13
42	Christmas	11
43	Minor violations of the law	11

ADDENDUM B

Sample Paper and Pencil Test on Assessment Instruments - Objective 4.

1. Describe the reasons for giving aptitude and achievement tests.
2. Define reliability, validity, and standardization of tests.
3. Define I.Q. and give examples of how intelligence tests can be misused.
4. Explain the differences between objective and projective tests and who is qualified to administer, score, and interpret them.

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